

Influence of Family Structure and the Formation of Youth Values and Behavior

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ABSTRACT

This study examined the relationship between family structure and the values and behavior of Junior High School learners at Impasugong National High School, Bukidnon, during the School Year 2025–2026. Emphasizing the local rural context and less-explored variables such as sibling composition, the study analyzed four family-related factors: family type, parental marital status, parental involvement, and sibling composition. A descriptive–correlational research design was employed, involving 317 randomly selected learners. Data were collected using a researcher-developed questionnaire and learners’ Values Education grades and analyzed using descriptive statistics, Pearson correlation, and regression analysis.

Findings revealed that all family structure variables were significantly associated with learners’ values and behavior, with family type showing the strongest relationship. However, the overall correlation ($r = .328$) indicates a moderate association, suggesting that family structure contributes to, but does not fully explain, variations in learners’ behavior. Other contextual factors such as socioeconomic status, peer influence, and media exposure may also play important roles.

The study highlights the importance of considering family dynamics, including sibling relationships, in understanding youth development in rural Filipino contexts. It recommends strengthening family–school partnerships and designing targeted interventions that support both parental involvement and positive sibling interaction to promote learners’ values formation.

Keywords: Family Structure, Youth Values, Parental Involvement, Values Education, Moral Development

INTRODUCTION

Family structure is instrumental in shaping the attitudes and behavior of youth. In the contemporary world, families come in all forms, such as nuclear, extended, single-parent, and blended families, that expose children to different levels of guidance, support, and control. School and community observations indicate a growing concern that changes in family structure could contribute to changes in interpersonal values, behavior management, and even young people's involvement in risky activities. This is seen when teachers and social workers are faced with youth with varying disciplinary histories, levels of resilience, and social behaviors, and questions arise about the impact of their home environments. The stability and quality of family relationships are currently being recognized as both enabling and obstructing the process of instilling positive values and behavioral models in youth.

Several studies emphasize the important role of family structure on youth values and behavior. Indicatively, Espejon (2025) and Saladino et al. (2020) reported significant relations between family structure and deviant behaviors among young people, including gambling, alcoholism, truancy, and drug use, with single-parent and nuclear families being more vulnerable to such behaviors. Studies by Dullas (2021) and Yang (2023) also suggested the importance of good family relations, including proximity and parenting, in youth development and that males tend to be more dissatisfied in these areas. The article by Susilo (2020) emphasized the role of the family in fostering values, which are key to children's welfare and shape their attitudes and behavior. Further

studies by Bramlett and Blumberg (2007) and Amato (2005) established that children in two-parent families generally perform better in terms of well-being and behavior than children in other family types.

Although there is sufficient literature indicating an association between family structure and youth outcomes, gaps remain, particularly regarding the subtle influence of different family forms on value development across cultures and socioeconomic statuses. There is a lot of current work on behavioral issues or deviance, but little information on the mechanisms that contribute to the internalization of positive values or that obstruct this process through family mechanisms. Recent reviews note that there has been no focus on kin or sibling relationships, and insufficient longitudinal evidence regarding the long-term effects of changes in family structure on youth. The role of protective family practices and parental involvement in mitigating negative effects, as well as the interaction between these practices and contemporary trends (such as technology use or parental mobility), is also underexplored.

The study will be necessary to provide empirical evidence on how family structure can shape youth values and behavior. Teachers, politicians, and parents could use this knowledge to educate themselves on the need to create stable, supportive, and communicative family environments as the grounds of youth development. In addition, the research can reveal practical interventions for vulnerable populations, market ways to enhance family relationships, and mentor youth against adverse behaviors. Such gaps created in research not only add to the academic knowledge but also ensure that we have strong communities, as the next generation is heavily socialized to do the right things.

A key contribution of this study lies in its focus on the rural Philippine context and the inclusion of sibling composition as a variable, which remains underexplored in existing literature. While previous studies have emphasized parental structure and involvement, limited attention has been given to how sibling dynamics contribute to the development of values and behavior among adolescents. By examining multiple dimensions of family structure within a localized setting, this study provides a more nuanced understanding of how family environments are associated with youth development.

The research is grounded in the Social Learning Theory (SLT) as theorized by Albert Bandura (1977), which posits that adolescents acquire values and behaviors by observing and imitating powerful role models in their immediate environment. The family setup in this research is the primary social system through which youths observe behavioral patterns, emotional control, and social rules. By means of the four steps of observational learning, such as attention, retention, motor reproduction, and motivation, the young people absorb the behavior and attitudes of the parents and other siblings, and external family observations are converted into personal systems of values and behavior patterns.

The schematic diagram of the study is given in Figure 1. As indicated in the diagram, the left box entails the independent variables, which include factors that constituted the influence of family structure on the development of youth values and behavior, such as the type of family, marital status of parents, involvement of parents, household socioeconomic status (SES), and sibling composition. The dependent variable is found in the box on the right, regarding the level of youth values and behavior among the learners.

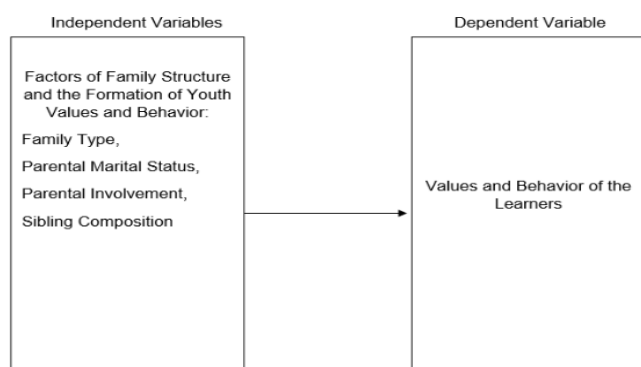


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

This study was conducted to examine the extent of family structure's influence on the formation of youth values and behavior at Impasugong National High School, Impasugong I District, Division of Bukidnon, SY 2025-2026.

Specifically, answer the following questions:

1. What is the extent of the factors of the family structure in terms of family type, parental marital status, parental involvement, and sibling composition?
2. What are the values and behavior of the learners based on their grade in Values Education?
3. Is there a significant relationship between the extent of the influence of family structure on the formation of youth values and behavior in terms of family type, parental marital status, parental involvement, and sibling composition, and the values and behavior of the learners?

Hypothesis of the Study

The hypothesis was tested at a 0.05 level of significance.

Ho: There is no significant relationship between the extent of the factors of the family structure in terms of family type, parental marital status, parental involvement, and sibling composition, and the values and behavior of the learners.

METHODS

Research Design

This study employed a descriptive–correlational research design to examine the extent to which family structure influences the formation of students' values and behaviors at Impasugong National High School during the School Year 2025–2026. The design was appropriate for determining the relationship between family structure variables, specifically family type, parental marital status, parental involvement, and sibling composition, and the values and behavior of learners. Data on family structure were collected using a researcher-developed questionnaire. At the same time, learners' values and behavior were measured using their grades in Values Education during the first quarter of the school year.

Research Locale

The study was conducted at Impasugong National High School, located in Impasugong, Bukidnon, Philippines. The municipality is situated in the northeastern part of the province and is known for its predominantly rural setting, agricultural economy, and diverse indigenous communities. The area's social and cultural context, characterized by strong family relationships and community-oriented values, provides an appropriate environment for examining how family structure influences youth development.

Respondents of the Study

The respondents in the study were Junior High School students in Grades 7-10 enrolled at Impasugong National High School during the School Year 2025–2026. These grade levels represent the adolescent stage, a developmental period when family experiences shape values and behavioral patterns. The total student population was 1,516, and the sample size was determined using Slovin's formula with a 5% margin of error. A total of 317 students were selected as respondents, distributed as follows: Grade 7 (92), Grade 8 (85), Grade 9 (66), and Grade 10 (74).

Sampling Procedure

A simple random sampling technique was used to select the respondents from the total student population. Each student had an equal chance of being selected regardless of grade level or section. After determining the sample

size using Slovin’s formula, respondents were randomly selected from the official list of enrolled students to ensure representation of the entire Junior High School population.

Research Instrument

The study utilized a researcher-made survey questionnaire consisting of two parts. Part I measured the extent to which family structure influences the formation of youth values and behavior, including family type, parental marital status, parental involvement, and sibling composition. The responses were measured using a five-point Likert scale. Part II assessed the learners’ values and behavior using their first-quarter Values Education grades for the School Year 2025–2026.

Validity and Reliability of the Instrument

The questionnaire underwent pilot testing with 30 respondents who were similar to the target participants to establish its validity and reliability. Content validity was ensured through expert evaluation and feedback to determine the clarity and relevance of the items. Reliability was measured using Cronbach’s Alpha, which yielded a coefficient of 0.915, indicating high internal consistency.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Graduate School Dean and obtained permission from the Schools Division Superintendent of Bukidnon, the Public Schools District Supervisor of Impasugong District I, and the school principal of Impasugong National High School. After approval was granted, the questionnaires were distributed to the selected respondents. The respondents were given sufficient time to complete the questionnaire, after which the collected data were organized and prepared for statistical analysis.

Scoring Procedure

The data were interpreted using the rating scales below. For the extent of the influence of family structure on the formation of youth values and behavior, the mean was interpreted using the Five-Point Likert Scale.

Extent of the Influence of Family Structure on the Formation of Youth Values and Behavior

Scale	Range	Descriptive Rating	Qualitative Description
5	4.20-5.00	Strongly Agree	Very High Extent
4	3.40-4.19	Agree	High Extent
3	2.60-3.39	Neutral	Moderate Extent
2	1.80-2.59	Disagree	Low Extent
1	1.00-1.79	Strongly Disagree	Very Low Extent

Values and Behavior of the Learners

Final Rating	Qualitative Description
90 and Above	Outstanding Performance
85-89	Very Satisfactory
80-84	Satisfactory

75-79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

Statistical Treatment of Data

The data gathered from the respondents were analyzed using appropriate statistical tools. The mean and standard deviation were used to assess the extent to which family structure influences the formation of youth values and behavior. Frequency and percentage were used to describe learners’ values and behaviors by educational grade. To determine the significant relationship between family structure variables and learners’ values and behavior, the Pearson Product–Moment Correlation Coefficient (Pearson r) was applied.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Since the respondents were minors, informed consent from parents or guardians and assent from the students were obtained prior to participation. The confidentiality and anonymity of the participants were ensured by protecting personal information and using the data solely for research purposes. Participants were informed of their right to withdraw from the study at any time without penalty. The study also ensured respect for cultural sensitivity and aimed to minimize any potential risks while promoting responsible and ethical research practices.

RESULTS AND DISCUSSION

Extent of Family Structure Factors

The extent to which family structure influences the formation of youth values and behavior was examined in terms of parental involvement, family type, parental marital status, and sibling composition. The overall results are presented in Table 1.

Table 1. Extent of the Influence of Family Structure on the Formation of Youth Values and Behavior

Family Structure Factors	Mean	SD	Interpretation
Parental Involvement	3.82	0.651	High Extent
Family Type	3.95	0.624	High Extent
Parental Marital Status	4.07	0.639	High Extent
Sibling Composition	3.95	0.694	High Extent

Table 1 shows that all family structure factors obtained interpretations of High Extent, indicating that family dynamics play an important role in shaping the values and behavior of adolescents. Among the variables, parental marital status obtained the highest mean (4.07). This suggests that the nature and stability of parental relationships strongly influence students' perception of commitment, emotional balance, and respect within relationships. This finding supports the study of Fagan and McGuire (2023), which emphasized that parental relationships serve as behavioral models that shape adolescents’ understanding of interpersonal commitment and cooperation. Similarly, Kelly and Emery (2018) argued that the quality of the parental relationship significantly affects youth emotional security and social behavior.

From the perspective of Social Learning Theory (Bandura, 1977), adolescents develop values and behavioral patterns through observing and imitating significant role models in their environment. In the family context, parents are the most influential models whose behaviors children observe and internalize. Through the mechanisms of attention, retention, reproduction, and motivation, adolescents learn relational values by observing how parents manage conflict, express emotions, and maintain relationships. The strong influence of

parental marital status in this study suggests that students internalize relational behaviors observed at home and apply them in their social interactions.

Both family type and sibling composition obtained the same mean of 3.95, indicating that the structure of the household and sibling relationships also contribute significantly to youth development. Family type shapes daily routines, roles, and responsibilities that help adolescents develop discipline and cooperation. These results support the findings of Gibson (2014) and Rolle et al. (2019), who identified the family as the primary environment where children learn behavioral norms and social expectations. Furthermore, Espejon et al. (2025) explained that family structures characterized by supervision and support help adolescents develop resilience and socially acceptable behaviors.

Sibling composition also plays an important role in the development of interpersonal values such as empathy, fairness, and cooperation. According to McHale et al. (2022), sibling relationships provide early opportunities for social negotiation and emotional regulation. Through interactions with siblings, adolescents practice sharing, conflict resolution, and cooperation, which later influence their behavior in school settings. Within the framework of Social Learning Theory, siblings act as secondary models whose behaviors younger family members may imitate through observational learning.

Meanwhile, parental involvement obtained a mean of 3.82, which was also interpreted as High Extent. This result indicates that parents' active participation in their children's academic and daily activities contributes to the development of positive values and responsible behavior. This finding supports the work of Epstein and Sheldon (2019) and Jeynes (2017), who emphasized that parental involvement promotes self-discipline, academic motivation, and positive social behavior among adolescents. In addition, Soni and Kumari (2023) highlighted that consistent parental engagement serves as a protective factor, reducing the likelihood of risky behaviors among youth.

The findings imply that family structure functions as the primary environment for character formation. When adolescents experience supportive relationships, stable family roles, and active parental guidance, they are more likely to internalize positive values and demonstrate appropriate behavior in school and society. For educators and policymakers, these results emphasize the importance of strengthening family-school partnerships and encouraging parental engagement programs that support students' character development.

Values and Behavior of Learners

The values and behavior of learners were measured through their Values Education grades, which reflect observable ethical conduct and adherence to school rules. The results are presented in Table 2.

Table 2. Values and Behavior of Learners Based on Their Grade in Values Education

Grade	f	%	Interpretation
90 and Above	179	56.65	Outstanding
85–89	92	29.11	Very Satisfactory
80–84	38	12.03	Satisfactory
75–79	7	2.21	Fairly Satisfactory
74 and Below	0	0	Did Not Meet Expectations

Table 2 shows that the majority of learners demonstrated positive values and behavior. More than half of the respondents (56.65 percent) obtained Outstanding ratings, while 29.11 percent obtained Very Satisfactory ratings. Only a small proportion of students obtained Satisfactory or Fairly Satisfactory ratings, and none fell below the expected standard. These results suggest that learners generally demonstrate responsible behavior,

respect for others, and adherence to school rules. According to Cabarles et al. (2023), high performance in Values Education reflects the consistent practice of prosocial behaviors, such as cooperation, empathy, and discipline, in school settings. Similarly, Lapsley and Woodbury (2022) explained that adolescence is a critical stage in the formation of moral identity, during which values learned through family interactions are integrated into personal beliefs and behavioral patterns.

Within the framework of Social Learning Theory, the positive behavioral outcomes observed among learners may reflect the successful internalization of values modeled by parents and other family members. When adolescents observe responsible behavior and moral conduct within the family environment, they are more likely to reproduce these behaviors in school and social contexts.

The overall correlation coefficient ($r = .328$) indicates a **moderate positive relationship** between family structure and learners' values and behavior. This suggests that more supportive and stable family environments are **associated with** more positive behavioral outcomes among students. However, the strength of the relationship indicates that family structure alone does not fully account for variations in learners' behavior.

These findings imply that other factors, such as socioeconomic status (SES), peer influence, school environment, and media exposure, may also contribute to the development of youth values and behavior. Previous studies (Boonk et al., 2018; Jones et al., 2024) support the view that multiple interacting influences beyond the family shape adolescent behavior.

To further examine these relationships, regression analysis may be employed in future studies to determine the relative contribution of each variable. Such approaches can provide a more comprehensive understanding of the factors associated with youth development.

Relationship Between Family Structure and Learners' Values and Behavior

The relationship between family structure factors and learners' values and behavior was analyzed using Pearson Product-Moment Correlation, as presented in Table 3.

Table 3. Test of the Significant Relationship Between Family Structure and Learners' Values and Behavior

Variable	r	p-value	Interpretation
Parental Involvement	.222	.000	Significant
Family Type	.347	.000	Significant
Parental Marital Status	.245	.000	Significant
Sibling Composition	.194	.000	Significant
Overall	.328	.000	Significant

The results in Table 3 indicate that all family structure variables have positive and significant relationships with learners' values and behavior. Among the variables, family type showed the strongest relationship ($r = .347$). This suggests that the organization of household roles, responsibilities, and daily interactions significantly contributes to adolescents' behavioral development. This finding supports the research by Amato (2018) and Ammar et al. (2023), which identified the family as the most influential agent of socialization, shaping moral beliefs and behavioral patterns. The structure of the household determines the availability of role models and the consistency of behavioral expectations experienced by adolescents.

Parental marital status and parental involvement also demonstrated significant positive relationships with learners' values and behavior. These findings suggest that stable parental relationships and active parental participation contribute to the internalization of positive values among adolescents. According to Jeynes (2017)

and Boonk et al. (2018), parental support and monitoring reinforce desirable behaviors and strengthen adolescents' commitment to academic and social responsibilities. Sibling composition also showed a significant relationship, although the correlation was relatively lower. This suggests that sibling interactions contribute to social learning, but parental influence remains the stronger factor in shaping adolescents' behavioral outcomes. Rogers et al. (2025) similarly emphasized that the warmth and quality of sibling relationships influence empathy and cooperation among adolescents.

From the perspective of Social Learning Theory, these results confirm that family members serve as important behavioral models whose actions and attitudes adolescents observe and imitate. The concept of reciprocal determinism explains how environmental factors such as family structure interact with personal cognitive processes and behaviors to influence youth development.

The overall correlation coefficient ($r = .328$) indicates a moderate positive relationship between family structure and learners' values and behavior. This means that students who experience supportive and stable family environments are more likely to demonstrate positive values and appropriate behavior in school. The findings lead to the rejection of the null hypothesis, confirming that family structure significantly influences the formation of youth values and behavior.

This result implies that family engagement should be considered an essential component of character education programs. Schools and community institutions should collaborate with parents to strengthen family environments that promote moral development, responsible behavior, and positive youth outcomes.

CONCLUSION

The following conclusions were derived in this study based on the above findings.

The findings of the study indicate that family structure variables, including family type, parental marital status, parental involvement, and sibling composition, are significantly associated with learners' values and behavior. Among these, family type demonstrated the strongest relationship, while sibling composition also showed a meaningful, though weaker, association.

The moderate overall correlation suggests that while family structure plays an important role in shaping youth behavior, it does not solely determine learners' values and actions. Instead, adolescent development appears to be influenced by multiple interacting factors, including family dynamics, social environment, and individual experiences.

The study highlights the importance of viewing the family not as the sole determinant but as one of several key contexts associated with moral development. It also emphasizes the need to consider sibling relationships as part of the broader family environment, influencing adolescent behavior.

Limitations of the Study

This study has several limitations that should be considered in interpreting the findings. First, the study relied on self-reported data regarding family structure, which may be subject to response bias or social desirability bias. Respondents may have provided answers that reflect socially acceptable perceptions rather than actual experiences.

Second, learners' values and behavior were measured using their educational grades. While these grades provide a useful indicator, they may not fully capture the complexity of students' moral development and actual behavior in different contexts.

Third, the study utilized a cross-sectional research design, which limits the ability to establish causal relationships between variables. The findings indicate only associations and do not establish whether family structure directly affects learners' behavior.

Additionally, the study did not control for potential confounding variables such as socioeconomic status, peer influence, school environment, and media exposure. These factors may also significantly contribute to the development of youth values and behavior.

Recommendations

Based on the findings, schools should design parent-engagement programs that focus on strengthening communication, supervision, and support within the home environment. Workshops may include parenting strategies that promote positive role modeling and consistent discipline practices.

Teachers are encouraged to incorporate family-related contexts into classroom discussions, allowing learners to reflect on their experiences and values. Activities such as reflective journaling and group discussions can help students connect family influences with their behavior.

School administrators should implement programs that promote positive peer interaction and responsible media use, recognizing that these factors also influence learners' behavior alongside family structure.

Future researchers are encouraged to use regression analysis or longitudinal designs to understand better the relative contributions of family structure and other variables. Including qualitative methods may also provide deeper insights into how sibling relationships and family dynamics shape youth development.

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